DOCUMENT RESUME

ED 073 954 SO 005 082

TITLE	Interdependence in an Urban Setting. (Second Annual Report). Project Canada West.
INSTITUTION	Western Curriculum Project on Canada Studies, Edmonton (Alberta).
PUB DATE	Jul 72
NOTE	38p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Cognitive Objectives; *Community Study; Cross Cultural Studies; *Curriculum Development; Elementary Grades; Instructional Materials; Interdisciplinary Approach; Intergroup Relations; Socialization; *Social Studies; Social Studies Units; Urban Culture; Urbanization; *Urban Studies
IDENTIFIERS	Canada; *Project Canada West

ABSTRACT

The intent of this curriculum project is to help students focus attention on the interdependent relationships that exist in an urban center. In this progress report (see ED 066 351), the second year's work is outlined. Four teachers each designed a unit of study which are presented here, stating objectives, content, and activities. Unit 1, Nuclear Group Interdependence, is a study of the family (the student's own and those from various cultures); Unit 2, Neighborhood Interdependence, is an identification of the way of living in a local neighborhood in relationship to the way of living throughout the city; Unit 3, Interdependence in Urban Communities, examines the interdependence of all groups of people in a city in creating one productive unit; and Unit 4, Regional Interdependence, studies the relationship of cities and rural areas and their creation of one productive Canadian society. The personnel, time schedules, work assignments, and contributions are reported in Section 3, along with acknowledgement of contributions from and consultations with outside sources. The advantages of teacher involvement in curriculum development is cited. Year III plans call for pilot programs, continuous evaluation, involvement of additional teachers, and the production of a teacher's manual. (JMB)

FILMED FROM BEST AVAILABLE COPY

ED 073954

SP005082

INTERDEPENDENCE IN AN URBAN SETTING

JULY 1972

Western Curriculum Project on Canada Studies

ED 073954

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

INTERDEPENDENCE IN AN URBAN SETTING

Project Members:

Mr. R. Phaneuf - Chairman
Mr. K. Rongve
Mrs. J. Olauson
Mr. M. Olauson

TABLE OF CONTENTS

BACKGROUND . . . . . Page 1

TEAM ORGANIZATION AND DEVELOPMENT . . . . . Page 3

YEAR I - ORGANIZATIONAL MODEL. . . . . Page 7

MATERIAL DEVELOPMENT . . . . . Page 8

UNIT I - Nuclear Group Interdependence. . . . . Page 11

UNIT II - Neighborhood Interdependence . . . . . Page 16

UNIT III - Interdependence in Urban Communities . . . . . Page 20

UNIT IV - Regional Interdependence . . . . . Page 26

PERSONNEL INVOLVED . . . . . Page 28

I. BACKGROUND

The members of the Interdependence sub-project first learned of Project Canada West through an open meeting held at the Saskatchewan Teachers' Federation auditorium. Mr. K. Rongve, the principal of St. Michael School, attended the meeting as a representative of the school staff. At this meeting, Dr. A. McBeath, formerly an Executive Assistant of the Saskatchewan Teachers' Federation, and also a trustee of Project Canada West, outlined the objectives of the organization and procedures for submitting curriculum proposals to the Board of Trustees.

Mr. K. Rongve discussed the outcomes of this meeting with the staff members of St. Michael School. We decided to form a curriculum development committee and to submit a proposal to Project Canada West. The original members of the team included Mr. K. Rongve, Mrs. J. Olauson and Mr. R. Phaneuf. We were very concerned about the state of the Social Studies programs and the instructional methods used in the intermediate grades of our school. We felt that Project Canada West would provide us the opportunity to rectify the situation.

We contacted Dr. McBeath and expressed our interest in submitting a proposal. After meeting with him to clarify a few points of concern, he introduced us to Mr. J. Handley and Mr. D. York, instructors in the Department of Northern Studies, College of Education, University of Saskatchewan. In the course of several group meetings, a preliminary proposal on the theme of Interdependence in an Urban Setting was prepared.

The intention of the proposal at this stage was to define community at three levels. First, it is the neighborhood in which the child functions. The study would be an identification of the way of living in the local neighborhood in relation to the way of living in the other neighborhoods of the city. The second definition of local

community is the city. The theme at this level would be the interdependence of all groups of people in a city to create one productive unit. The third definition of community is the city and its surrounding region. At this level the theme would be the interdependence of cities and rural areas to create one productive Canadian society.

After several revisions of the original proposal, we submitted it to the Project Canada West Board of Trustees and it was accepted for funding.

TEAM ORGANIZATION AND DEVELOPMENT

Presently, the team consists of four teacher members who are the principal curriculum developers in the Interdependence Project. During the first year of development, the project was centered in one school. However, due to staff changes and the addition of a member to the group, we are now associated with three schools with the anticipation of a fourth school in the fall of 1972.

YEAR I.

The first year of development was designated a research year by the Project Canada West Board of Trustees. We adopted an organizational structure which we felt could accomplish this task most efficiently and within the deadlines set down. Mr. R. Phaneuf was selected chairman of the group and was given the major responsibility for the preparation of the year end report. The other members acted as consultants, evaluators and researchers as the need arose.

In order for this task to be accomplished, provision was made to allow Mr. R. Phaneuf to be released from teaching duties on a half-time basis. We began by reading material on curriculum theory in order to establish a model for curriculum development and instructional programs. The other aspect of the research was to survey the literature available on the topic of Interdependence. The social sciences of geography, economics, sociology, anthropology and history were surveyed to identify major concepts from these disciplines that would help explain Interdependence. The third aspect of the research was to begin contacting resources and gathering material on the city of Saskatoon.

From the educational literature a model for designing a curriculum program was developed. The major influences were Hilda Taba and Lawrence Senesh. From these two noted educationalists, a model was developed to suit our own needs. Within this

organizational pattern, we attempted to develop a large number of Intended Learning Outcomes from the Social Sciences that would explain the topic of Interdependence. The Intended Learning Outcomes were then classified according to levels of complexity of the units of work.

Mr. Phaneuf remained in constant contact with the rest of the team to hear suggestions from them and to hand out assignments as the need arose. Meetings were held weekly and because all members of the team were part of the same staff, informal discussions were held constantly.

Perhaps the greatest weakness of such an approach was that all the members of the group did not have the opportunity to be as deeply involved in the research aspect of the project as the chairman. Even though there was continuous consultation with the other members of the project, as well as with University personnel in the various Social Sciences, their ideas were not always reflected in the final outcome.

YEAR II.

The development of material was designated as the major activity for the second year of the project. As a result, a much different organizational approach was adopted by our team. Each teacher member took responsibility for developing one or two units of work. Six units of work were outlined. Mrs. Olauson, who works primarily with Year four students, developed the units on Nuclear Group Interdependence and Neighborhood Interdependence. Mr. Rongve, whose interest is Urban Geography, agreed to work on Urban Community Interdependence. Mrs. M. Olauson, the new member to the project, developed the unit on the Regional and National Community Interdependence. Mr. Phaneuf began developing the unit on International Interdependence, and acted as co-ordinator of the sub-groups.

As we progressed through the year, we constantly found it necessary to delimit the number and the scope of the units. As a consequence, our project now includes the four units on Nuclear Group, Neighborhood, Urban and Regional Interdependence.

Each member of the team found it necessary to study the research report thoroughly to become completely familiar with the whole scope of the project and with the particular section they were developing. A great number of meetings were held with the members as a group and individually to clarify points in the report. Each teacher member was given complete freedom within the unit guidelines to develop his aspect of the project as he wished. The group met weekly to present progress reports and to clarify problems that arose during the week.

The first attempt at classroom instruction was conducted in four classrooms in two schools. In total, approximately one hundred students took part. Mrs. Olauson worked with a Year four class on the unit of Nuclear Group Interdependence. Mr. Phaneuf taught the unit on Neighborhood Interdependence to a Year six class. Mr. Rongve, along with two teachers from the Cardinal Leger staff, worked with Year seven and eight classes. In order to co-ordinate the efforts taking place in all four classrooms, we met continuously to ensure that the lessons were achieving the overall objectives of the project.

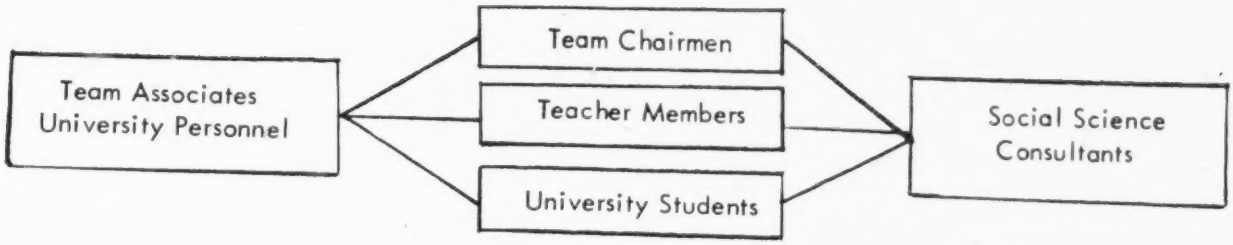
YEAR III.

The Interdependence group intends to proceed in the fall of 1972 with a more extensive, more closely co-ordinated pilot program in at least four schools. The program will be the revised units attempted this past spring. Continuous evaluation and close co-ordination will again be stressed as the four schools proceed through the units of work. During this pilot stage, additional teachers will become involved.

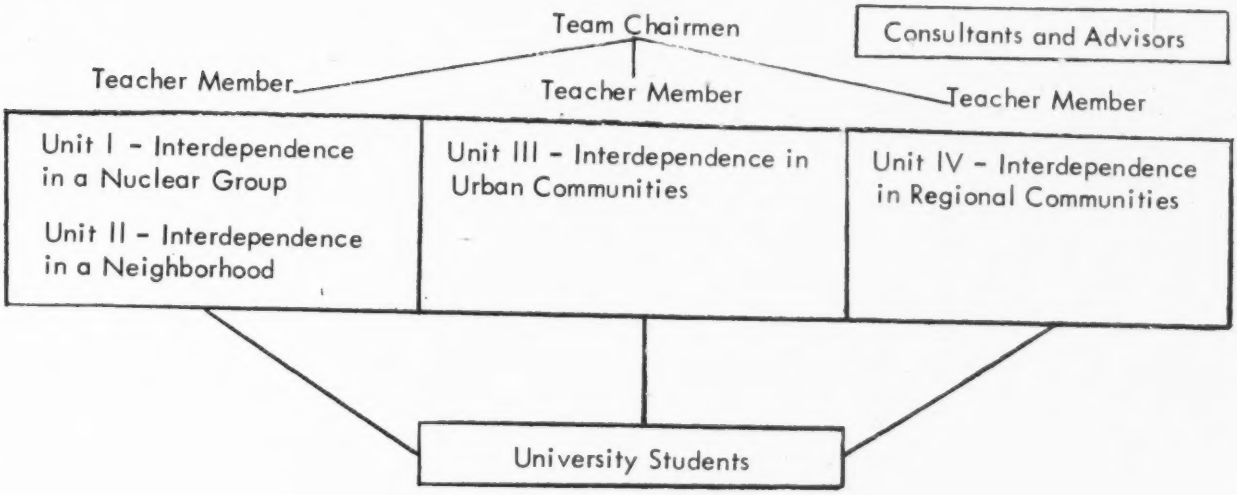
However, in order to facilitate communication, the four team members will remain the principal developers. Each principal developer will organize the teachers with whom they become involved during the pilot stage. They will take the responsibility for evaluating the pilot projects in their school, as well as, reporting progress and problems to the chairman.

As the pilot projects are being conducted and as evaluation and new suggestions are made and tried, a teacher's manual will be produced. The manuals will be accompanied by two sets of material. One set of material will illustrate the process through which the pilot teachers worked and the other set will illustrate teacher-made and student-made material.

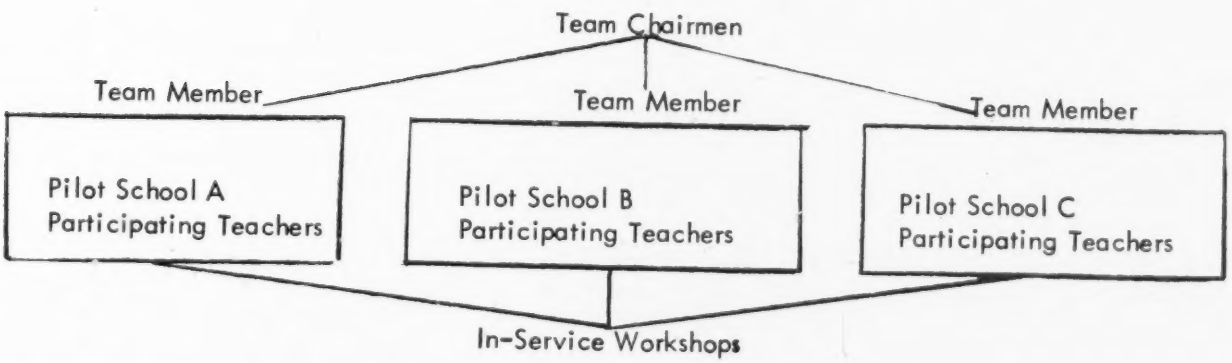
Year I - ORGANIZATIONAL MODEL



Year II - ORGANIZATIONAL MODEL


Team Chairmen
Consultants and Advisors
Teacher Member
Teacher Member
Teacher Member
Unit I - Interdependence in a Nuclear Group
Unit II - Interdependence in a Neighborhood
Unit III - Interdependence in Urban Communities
Unit IV - Interdependence in Regional Communities
University Students

Year III - ORGANIZATIONAL MODEL



Material Development:

Introduction:

The small town self-sufficiency concept is a thing of the past. Over the long stretch of our history we have been primarily a rural people living on the land and closely attached to a town or village. The idea of community was strong since primary group co-operation arose spontaneously from a sense of common concern and shared experiences.

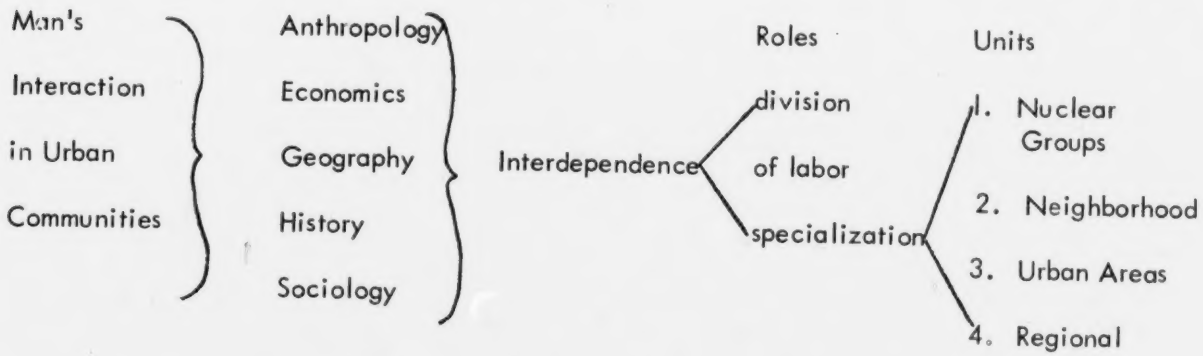
However, the population drift for many years has been cityward. The city is characterized by hetrogenity of its citizens who play a distinctive part in the total scope of urban living. Physical contacts become numerous but social contacts are few. Individuals become known only in terms of some specialized role they perform, and as a result human interaction becomes segmented. Although this seems to have the appearance of life that is disorganized and chaotic, this is far from the truth. The daily lives of urban dwellers are affected by the numerous activities of other individuals. Being interdependent in so many ways, individuals must coordinate their activities to satisfy their needs and wants. However, this does not guarantee that the unity they achieve will result in more personal relationships.

The intent of the project is to help the student focus his attention on the interdependent relationships that exist in an urban center. The trend toward urbanization necessitates an understanding of the function and processes or urban centers because many people have little or no preparation for urban living. They lack the skills and value orientations to cope with the multiplicity of interactions that occur. We anticipate that this project will provide the student with a frame of reference in order to understand the multiplicity of urban living. Individuals must acquire the knowledge and skills of

urban living. The concept of interdependence is a crucial one because in order for people to accomplish anything worthwhile they must work together.

We designed four units of study, which include teacher developed material, teaching strategies and pupils' activities on the theme of interdependence. It is our hope that the students will acquire the necessary knowledge and skills to cope with urban living.

Social Sciences



The units of work with interdependence begin with interdependence in nuclear groups, followed by neighborhood interdependence, urban interdependence and regional interdependence. Since the units of work will be designed for elementary school students in Years four, five, and six, we begin at a level where students are already experiencing interdependent relationships. Different groups are examined, but the family becomes the basic group of study. After having examined the family and other social groups, the students are brought to a higher level of concept development. They begin to examine the interaction of their groups within the neighborhood as well as examine the institutions and individuals which make a neighborhood function. From the study of neighborhoods, the student examines the total urban environment by classifying the different kind of neighborhoods within the city and how each neighborhood has specialized functions to

perform. After having completed the study of the city, the interdependent relationships that exist between a city and its surrounding region is studied. The urban and the rural area affect each other in a number of ways. The city way of life extends beyond its border to affect the lives of the rural people and does it quite effectively through improved communication and transportation.

Following are the four units of work outlined in detail, with a description of teacher made materials used in the classroom, as well as instructional procedures and student activities. Bibliographies for teacher reference are being prepared and will be included in the teacher manuals.

Unit I

Part I. Nuclear Group Interdependence.

A. Objectives

1. To establish what constitutes a family.

2. To help children understand that everyone belongs to some type of family.

3. To establish that where there is no family present, some other form of unit must be provided in order to meet the basic needs of the child.

B. Content

The content of this part is a study of different family structures in our society as well as others.

C. Activities

1. Children write on a piece of paper the people who live in their house. Exclude boarders or renters but include temporary visitors.

   The teacher can put the following headings on chart paper:

Mother Father Children	Mother and Children	Father and Children	Others (Specify)

2. From the information given by the students, determine through discussion the most common family structure. Suggest foster homes and orphanages as alternatives.

3. Have students write down all the things their family does for them and start a booklet called "My Family". Include snapshots or drawn pictures and the paragraph of what the family does for the children.

4. Make a bar graph from the information on family structure to accompany a bulletin board display.

5. Study a family from a different society. ie. Eskimo family, Aborigine family, etc.

Part II

A. Objectives

1. To establish the basic needs of man that families provide - food, clothing shelter and affection.

B. Content

The content of this part of the study is to determine how families provide the basic needs of man in our society.

C. Activities

1. Children are asked to find pictures that show man's needs. Through discussion, man's most important needs are established.

2. From the booklet called "My Family", the teacher reads the paragraphs so that students will be able to identify one other need of man. ie. affection. Ask the children to tell how the family shows affection.

3. An alternative method of discovering man's needs, could be to display articles of clothing, food, models of homes, books, pencils, etc. The students could look at the display and decide which were necessary.

Part III

A. Objectives

1. To help students realize that someone in the family provides the means so that the basic needs can be met.

2. To help students realize that when no one within the family provides the means, some other agency attempts to provide the basic needs.

B. Content

This section will examine the role of the family member(s) who work outside the home to provide basic needs. It also examines the role of agencies set up to provide for these needs, should they not be provided by a family member.

C. Activities

1. Using the headings below, make a chart to indicate who earns the money in the childrens' homes.

Father	Mother	Mother and Father	Father and Other Relatives	Mother and Other Relatives	No one

2. Discuss the function of unemployment insurance and welfare measures in our society.

3. Make a bulletin board display showing all kinds of jobs done by people to earn their money.

4. Children can write a paragraph telling about the work of their father or mother. Parents could be invited to speak to the class about their jobs.

Part IV

A. Objectives

1. To show that each member of a family has a role to perform within the family structure.

2. To show that members of a family help each other, therefore, they are independent.

3. To show that efficiency improves as we divide our work among members of a group.

B. Content

This part of the unit of study shows that members of a family must perform certain duties to function as a group. Each family differs in its expectation of members, but many roles are fairly general. With many mothers working outside the home, many traditional roles of women have changed. Since the traditional family has, in the past, undergone many changes, the teacher would have to decide how much he wants the class to learn. ie. communal living. The children should be able to see how all members are interdependent.

C. Activities

1. Read and discuss the fairy tale "Gone is Gone" by Wanda Gay. This is the story about the man who wanted to change roles with his wife for a day.

2. Question the children as to the assigned roles in their families. A wall chart can be made from this information.

3. Present the situation of:
   a) a mother working outside the home.
   b) the main breadwinner unable to go to work.

4. Act out a situation in the home where everyone does his job and everything runs smoothly. This could be the morning when mother sees that everyone has breakfast and gets off to school and work. Act out the opposite situation where the mother sleeps in and everyone has to rush to get to school and work on time.

5. Pictures and comments can be added to the students' family book.

6. Simulation game - Specialization from Simulation Games and Activities for Social Studies by John C. Youngers and John F. Aceti.

Part V

A. Objectives

1. To examine group structure and the reason for their existence.

2. To show that groups need some rules or regulations so that the aims of the group can be accomplished.

B. Content

This part of the unit shows that groups are formed whenever two or more people come together for a specific purpose. There are many kinds of groups. Some are long lasting, some last only a very short time. Group members depend upon each other to help fulfill the objectives of the group. We can belong to many groups at a time, some which we may not even be aware of such as the class and the whole student body. Groups need some form of rules so that the objectives can be attained. These may be formal as in the rules for a game or informal such as rules for classroom management. When a member does not perform his role or does not obey the rules he sometimes does make the whole group suffer, as in the case of a penalty in a hockey or football game.

C. Activities

1. Gather pictures of many kinds of groups. This can be done by the teacher or the students.

2. Take two or three pictures of different types of groups and discuss why they are a group.

   Example:

   1. people on a bus
   2. a volleyball team
   3. friends gathered together to eat

3. Set up a situation where the children can play an unfamiliar game with no rules. Explain the objectives but not the rules. Before long the students will see a need for rules.

4. Set up a game situation where each member is dependent upon the other, and where rules and objectives are explained.

5. Invite members of formal groups in the community to speak to the class to explain the groups' objectives, structures and roles. These could be Lions, Cosmopolitan, Kinsmen, Church organizations, etc.

Unit II. Neighborhood Interdependence

A. Objectives: To help students realize that:

1. Neighborhoods are made up of people who have a particular function within the neighborhood.
2. People in a neighborhood work together to meet their basic needs.
3. Residents of neighborhoods satisfy most of their needs through a number of institutions in the neighborhood.
4. Each neighborhood of a city is unique because the number, size or kind of institutions are different in some respect from institutions in other neighborhoods.
5. Since neighborhoods are unique, people will use neighborhoods other than their own in order to satisfy all their needs.

B. Content

The content of the unit is basically an indepth study of the students' neighborhood to identify the various workers and institutions that satisfy the needs and wants of the residents. They also examine the relationships between the institutions, workers and residents to see how the neighborhood functions effectively.

C. Activity

1. The student is required to establish the boundaries of the neighborhood. This was in two ways: 1) through school attendance boundaries, and 2) city maps. Once the boundaries of the neighborhood were established, students were grouped for the purpose of planning a field trip and to receive instruction in the use of the camera.

2. Each group of students planned their field trip within the boundaries established on the map. Each group was given a camera and a map of the neighborhood. They were instructed to photograph the various services found in their neighborhood to get a visual impression of their neighborhood. This approach forced the students to examine their neighborhood from the point of view of what services are offered and how these services benefit the residents of the neighborhood.
3. A discussion was held which centered on the different types of services available in their neighborhood for the purpose of helping the student classify their photographs. A distinction was drawn between private-commercial services, publically supported services, and cultural services and institutions.
4. The students classified their photographs according to the types of services found in the neighborhood. The location of the service was indicated on an enlarged wall map and connected to its photograph. The map then showed the wide variety of services available in the area as well as a concentration of the services in the neighborhood.
5. The students developed a questionnaire to be used by their families which classified all the goods and services used by family members. With this information, they planned a model neighborhood. The student was able to draw the interdependent relationships that occurred in their neighborhood.
6. They then compared their models with the enlarged map of their neighborhood, noting what goods and services were not available in their area. The students produced another questionnaire to find out where their families purchased goods and services not available in their neighborhood. The results of this survey

was recorded on city maps. The use of various neighborhoods varied from student to student but the interdependent relationships were drawn for each student's family.

7. The students prepared another questionnaire for the purpose of finding out who, besides the local residents, use this neighborhood, why they use it, how they use it and from what neighborhood they came. The students used tape recorders to record this information. Later this information was transferred to bar graphs and maps which again illustrated that people use many neighborhoods of the city to satisfy their wants and needs. The students' neighborhood was used by many people for a variety of reasons but they used other neighborhoods of the city as well. The students also interviewed people from outside the city. This information was recorded, noting especially why they came to the city and where they were from. This information was used later during the study of regional interdependence.

8. The students produced graphs, mobiles and charts drawing the interdependent relationships that exist between people, goods and services within their own neighborhood and other neighborhoods of the city.

9. The instructor using this unit of work used various commercial materials with this group of students before beginning the unit of neighborhood interdependence. Simulation games, dramas and short units of work on specialization, division of labor and economic concepts were used to give the students some background to the economic principles found in operation in the neighborhood. I felt that these activities helped the students later on in the unit of neighborhood interdependence especially so in developing questionnaires and examining their

neighborhood.

Materials

Much of the material used in this unit of work was student produced (charts, mobiles, questionnaires, etc.), but we did rely heavily on commercially produced maps or record information. A series of twenty slides produced by the instructor was also used with the students, but the major emphasis was on the process through which students investigated their neighborhood.

Unit III. Interdependence in Urban Communities

Part I

A. Objectives - To help students realize that:

1. A City is one kind of local community with population, boundaries and government.

a) An urban community occupies a particular place in a country which is related to all other places in Canada in terms of distance, direction, time and size.

b) Urban living requires an institutional framework for making and enforcing decisions.

c) Local governments and their agencies were developed by man to promote his welfare.

d) Urban communities are complicated mazes of internal and external links between regions of a city.

e) A city can be divided into neighborhoods each with its own unique characteristics, which give the city a combination of elements different from other locations.

B. Content

This unit of work will investigate the nature of an urban community by pointing out the different kinds of neighborhoods needed to make an urban community. The location of the various institutions in the urban community will be noted to illustrate how neighborhoods become interdependently related.

C. Activities

1. To introduce this unit, the students were given a half-day of school time to take on film their impressions of "what is a city". (This lesson followed a session on how to use a camera. When the pictures were developed, each group was asked to make charts showing their ideas of "what is a city". These charts of pictures formed the basis of discussion for the remainder of this first section of this unit.

2. Following the chart making, lessons were held on topics such as boundaries, mapping, city government, and population distribution. The students were encouraged to make various maps of the city showing different ideas of boundaries.

3. We then took a bus tour of the city. The route was teacher planned, to take the students through various parts of the city. ie. residential, commercial, and industrial areas. The students were paired for the tour and were asked

to list land uses in the city. When we returned, the students formed groups to make charts categorizing their land uses from the lists made during the tour.

4. These charts were then used as we made a detailed study of the residential, commercial and industrial areas of the city, using the following outline:

   a) Residential:
      - different housing pattern
      - construction patterns
      - location

   b) Commercial:
      - location
      - discussion on the changes in patterns of commercial development
      - Central Business District

   c) Industrial:
      - location

5. We studied the government of the city. Some students made an appointment to see the Mayor to discuss city elections and also the work of city council. Some students attended a council meeting and reported on it to the class. Another group visited the city planning department to investigate zoning bylaws, etc. A group of students kept a scrapbook of city council news from April 29 to June 22. This formed the basis of many class discussions. A trustee from the Saskatoon Separate School Board visited our class to discuss local government in education. Two students made a tape recording of his visit to use for later discussions.

D. Materials:

Much of the material used in this first section was student produced ie. charts, maps, pictures, 8 mm. movie, tape recordings. However, about 150 teacher produced 35 mm. slides were used in the discussion on the various area of the city as well as some transparencies showing boundaries of and within the city.

Part II

A. Objectives - To help students realize that:

2. Urban areas are centers of production of goods and services.

a) There is an interdependent relationship between transportation, labor, resources and capital.

b) As ideas and technologies change, the function, size and importance of cities change and give rise to problems which must be studied and solved.

c) Cities develop at locations where people and institutions are concentrated in order to provide services or produce goods for themselves and for surrounding regions.

d) Community goods and services are provided by government from funds paid by the individual in the form of taxes.

e) Division of labor and specialization increases the productivity and efficiency of the community. There are a variety of commercial, industrial and professional specialities which are related and form a pattern of productivity.

B. Content

Man's role in different neighborhoods will be investigated to show how a number of institutions are needed to satisfy his wants. These institutions can be found in various neighborhoods through the city.

C. Activities

1. A bus tour was used to introduce this section of the unit. The route was teacher planned and the purpose was to make an indepth study of all the interdependent factors in an industrial area. ie. transportation, services, raw material, capital, labor and location. The prime example studied on this tour was the Intercontinental Meat Packing Plant. A tape recording was made of the tour and several 35 mm. slides were taken.

2. Following the field trip, the students were divided into four groups to do an indepth study of an industry re: capital required, labor available, transportation needs, and location. Each group chose a different industry, investigated the various factors involved and reported their findings to the class.

3. A simulation game was used at this point to show the interdependent relationships that exist between all the factors necessary to make a commercial or industrial enterprise succeed.

4. Students were divided into groups and sent out to four different intersections on our neighborhood to note, at various time intervals, the number and kind of different business vehicles that entered or left our neighborhood. The information obtained by the students was reported to the other groups in class.

D. Materials:

Several teacher-made 35 mm. slides were used in the discussion of the commercial and industrial areas. A tape recording was produced of our tour and several charts and maps were produced by the students.

Part III.

A. Objectives - To help students realize that:

3. a) The interdependence of groups in a complex urban area serves as a bond which holds the urban society together.

   b) Cities have many institutions to meet the needs of the people.

B. Content

This unit of work will investigate various groups that exist in a community and examine how these groups serve man's needs.

C. Activities

1. The class was divided into several groups to discuss different groups of people in urban areas. Each group has different goals but members of each group have common interests.

2. By means of questionnaires mailed to various service clubs in the city (Kinsmen, Cosmopolitan, K. of C., Kiwanis and some church groups). Information obtained included such items as number of members, objectives of the group, areas of the city the members lived, etc.

3. Some students visited and interviewed senior citizens in the community to discover how patterns of life have changed due to new inventions, cultural changes, etc. Some taped interviews were made and were used in class discussions at a later time.

4. Discussions were held on how laws have changed people's behavior and society.

D. Materials:

The questionnaire used to obtain information from the various service clubs was produced in class through discussions with the students. Tape recordings were made of the interviews with some of the senior citizens in the community. Some teacher prepared 35 mm. slides were used to show various cultural centers. ie. Ukrainian Youth Center, Jewish Synagogue, Indian Metis Center and the French Church.

Part IV.

A. Objectives - To help the students realize that:

I. Growth and Change in Our City

a) The location of a city affects its growth and development.

b) As our standard of living has risen, our needs and wants have increased and so have our ways of satisfying them.

c) A city is a product of its past and tends to be restricted by it, yet cities of today differ from cities of earlier times.

d) Rapid growth creates different city problems.

B. Content

This unit of work will involve a historical study of the city. The factors related to choice of the site, earliest settlers and the continuing growth of the city will be studied.

C. Activities

1. We began this unit with a discussion on the choice of the townsite of Saskatoon. ie. why the site was chosen, by whom, when, where people came from etc.

2. Students made a study of the early prominent citizens of the settlement. (ie. John Lake, L. Latham, Dr. Wiellaughby, T. Copeland, D. Garrison, Mrs. G. Fletcher, J.F. Cairns, W. P. Bate, J.R. Wilson, W.C. Murray, etc.)

3. Students traced the development of the settlement from a village to a city. ie. population, commercial, and industrial growth. (city zoning maps used here.) The importance of technological changes, transportation changes, (ie. railway) and the location of the University in Saskatoon were discussed.

4. Students found pictures of early Saskatoon in the archives and built a time sequence to illustrate the development in Saskatoon.

5. Students visited a senior citizen's home and taped interviews with some of the old settlers from Saskatoon and area.

6. To stress the necessary interdependent relationships of location, transportation, facilities, etc. the students constructed a model city in a fictitious frontier area.

D. Materials:

Flat pictures showing the development of Saskatoon in a time sequence, taped interviews with senior citizens, zoning maps and transparencies of the growth of the city were used.

Unit IV. Regional Interdependence

A. Objectives - To help the students realize that:

1. A regional community may be defined as an area connected in one or more ways to an urban center.

2. Within the regional community there are many examples of interdependence.

3. The interaction which takes place in the urban center and surrounding rural area has created a new type of life style which could be classed as rural-urban.

B. Content

The students will study the concept of region which is expressed in two very different ways. Traditionally, an area which has a common climate, geography, vegetation or other feature has been classed as a "homogeneous region". A second kind of region depends not upon its homogenity but upon the fact that the parts are connected to a central point in some way. This type of region is commonly called a "nodal region". We are concerned, for example, with the "Saskatoon region". By this we mean the rural area surrounding Saskatoon that exchanges goods and services with the city.
In our study of regional interdependence which involves comparison of rural and urban ways of life, we must first accept the fact that very few people, if any, live in a traditional rural area today. Even though living many miles from an urban area, people are influenced by improved communication and transportation. It is some of these influences that form the main part of regional interdependence.

C. Activities

1. We began this unit by determining the boundaries of the Saskatoon region. Students visited major retailed outlets, and newspaper offices to determine these boundaries by examining sales distribution areas. Maps and overhead transparencies were produced by the students showing these boundaries.

2. Through class discussions, a questionnaire was developed by the students to determine the interdependent relationships between Saskatoon and the surrounding rural area. The questionnaire was mailed to various schools within the surrounding area.

3. Students visited a local meat packing plant and a flour mill to determine sources of raw materials as well as the distribution area of products produced. This information was plotted on a wall size bulletin board map. As well, models were produced by students illustrating stages in the manufacturing and marketing process.

4. Following a field trip to a rural area outside of Saskatoon, comparisons were made between the urban and rural way of life. Discussion centered around

the ways rural life has changed with the development of nearby urban centers. Murals showing the comparison between the traditional rural way of life and the modern rural way of life were made. As well, murals showing the similarities between urban and rural life were made. This was reinforced by field trips to a Hutterite Colony and the Western Development Museum.

5. From census information graphs were made illustrating the population shifts from rural to urban centers.

D. Materials

Student prepared maps, graphs, questionnaires and murals were used. As well, teacher prepared 35 mm. slides and overhead transparencies were used.

Section III.

Personnel Involved

We were very fortunate during the last two years to be able to function freely without many restrictions. There were many reasons for this. The Saskatoon Separate School Board and their administrative personnel has given us their fullest co-operation even at the earliest stages of development. Their policy encourages teachers to become actively involved in curriculum development and innovative programs. Through their co-operation, teachers were released from their classrooms to develop the project. During the first year we had the equivalent of a half-time release teacher. They also allowed us to use the audio-visual department for production of material at no cost to the project. Throughout the two years they have shown a keen interest in our work and confidence in the members involved. Under such an atmosphere, the teachers were able to accomplish many things in the past two years that otherwise would have been impossible.

Another major factor in the development of the curriculum group was the fact that the principals of the schools with which we were involved gave us their fullest co-operation. In the first year of development, Mr. Rongve, the principal of St. Michael School was associated with the project. It was due to his efforts that suitable time table arrangements were made for released time for the project chairman. Mr. Mansfield, who later became principal of St. Michael School also gave us his fullest co-operation in our efforts. He allowed two teachers to be released for half-days as well as other considerations during this past year. After operating with such co-operation from the principals of the schools with which we were involved, I would have to say that the co-operation from the central administration and from principals of the schools is almost

a necessity. Much of what success we have had to date can be attributed to this factor.

We have also been quite fortunate in finding highly qualified and competent teachers to replace teacher developers in the classroom. We hired our teachers on a half-time basis and paid the standard substitute teacher salary. Three teachers were hired during the course of the two years. They assumed complete responsibility for specific subject areas. Not only did this release teachers from their rooms during half the day, it also meant less time needed for lesson planning and marking during the evening. Many evenings were spent by project members working on or attending meetings connected with the project. Without the co-operation from Mrs. Beckwermert, Mrs. Connolly and Mrs. Schreiner, the team members would have had an extremely heavy load.

Also associated with the project was Dr. Dhand, a Trustee of Project Canada West, from the University of Saskatchewan. Three of the project members, R. Phaneuf, K. Rongve and M. Olauson enrolled in a practicum class on curriculum development, conducted by Dr. Dhand. As members of the project, we were given University credit for our work. During the first year, we were assigned two students from this class to help conduct research for the project. The second year involved four students whose major task was to assist in the development of materials and instructional procedures. During the second year, the students were paired with a teacher member to work on one aspect of the project. The teacher was responsible for directing the work of the students. The students met individually with the teacher member as well as attending regular team meetings. Group meetings were held every second week and smaller meetings with individuals every other week.

During the first year, Mr. Tom Millar acted as a resource person to the project as

well as a liaison between Dr. Dhand, the students and the chairman of the project. He was succeeded by Mr. Ron Hynes during the second year. This kind of arrangement seemed satisfactory for keeping lines of communication open between all parties concerned.

Partly due to the team members' own experimentation in curriculum development, but also because of the students' attitude toward the project, project members felt that the students were of marginal benefit. They did not have as great a stake in the project as the teacher members and this was reflected in their work. Perhaps our expectations of the students were too great and we did not always take into account the fact that they had other university classes on which to concentrate. A great deal of time had to be spent clarifying the objectives of the project, which we felt some of the students failed to grasp. This was perhaps one of the greatest problems that resulted with members who were not involved in the development of the research report. They did not have the background knowledge possessed by the team members. In general, we feel it is to the advantage of the project to have members who are totally involved from the beginning and where possible remain to the conclusion of the project.

The project also received a great deal of help from the Project Canada West Board of Trustees in the form of workshops held in Edmonton over the past two years. Various members of the project attended these workshops and derived some benefit from them. The workshops dealt with various aspects of curriculum development, production and use of audio-visual material, evaluation, communication and writing of reports. The workshops gave the team members an opportunity to meet members of other projects to discuss common problems and new ideas. We also had the opportunity to meet people involved in curriculum development at the University level. The members came away

from some of these workshops with mixed reactions, but on the whole much of what was learned proved to be of benefit from time to time during the past two years.

We received help during the course of the two years from such people as Dr. R. Sabey, Executive Director of Project Canada West. On various occasions, Dr. Sabey visited the project members in Saskatoon. At these meetings, the topics ranged from clarification of objectives and expectations of Project Canada West Trustees, discussions on evaluation, discussion on format and content of reports that had to be written and finances of the project. Dr. Tompkins also visited the group at which time he outlined the expectations of the Canadian Studies Foundation regarding materials that were to be produced and also outcomes that were expected. Dr. Carswell, from the University of Alberta, also visited our project and the discussion that resulted centered on the area of evaluation and evaluation techniques. As well as visitors to the project, we received helpful suggestions in the mail as well as annotated bibliographies prepared by various people associated with the project. In general we would have to say that there has always been good co-operation and communication between the project members and the Board of Trustees through Dr. R. Sabey, the executive director of Project Canada West.

Others who have assisted us in our work from time to time during the past two years include Mr. J. Handly, Mr. D. York, Mr. M. Kowlachuk, Mr. R. Greene and Mrs. V. Greene, all of whom are associated with the Department of Northern Studies, University of Saskatchewan. They were of particular help to the project members in the revision of the original proposal. Through group discussions, we changed the emphasis of the original proposal from a study of the problem of alienation of lower socio-economic neighborhoods to a study of interdependence of cities. It was pointed out to us by

graduate students from Dr. Aoki's class at the University of Alberta that the original topic might be a rather touchy unit of work. After discussion with the members of the team and the people mentioned above, we realized that we would have to give elementary students a greater knowledge of the workings of a city before we could expect them to discuss problems that exist in a city. This discussion led to a more generalized study of the interdependent relationships that exist in a city as was reported in the 1971 report.

Another group of people we used were consultants from the various social science disciplines. These people were paid a small honoraria for their services. Since our project seems to have its greatest emphasis on geography, economics and sociology, we contacted consultant people from each of these disciplines. They were given a draft of our research report and asked to make comments and suggestions. From their suggestions we wrote our final draft incorporating many of their ideas.

We enjoyed the advantage of having three projects located in Saskatoon which helped us plan joint meetings with various groups of people as well as making it quite easy to meet amongst ourselves. One of the first such meetings was held in the summer months during the first year of operation. The three project chairmen met to coordinate our research efforts in the City of Saskatoon. We felt that it would not be to our advantage for all three projects to be duplicating research. The various projects have co-operated in exchanging information. We have continued to meet as a group or the project chairmen have met over supper to clarify problems common to all concerned. I feel that these meetings were extremely beneficial to the Saskatchewan projects and it was unfortunate that they were not held on a regular basis.

A very important aspect of our work is in the area of public relations. We have

made presentations to various groups of people. Many of the presentations were a joint effort by all Saskatchewan projects. One of the earliest was arranged by Dr. A. McBeath at the Saskatchewan Teachers' Federation Building in Saskatoon. Representatives from the two Saskatoon School Boards, College of Education and principals of schools involved were in attendance. At this meeting the objectives of Project Canada West and brief descriptions of the Saskatoon projects were outlined.

We also made a joint presentation at the Saskatoon Teachers' Annual Convention to inform teachers of the existence of the Canadian Studies Foundation and Project Canada West. Since that time we have been invited to Regina on three separate occasions to speak at the Social Science Teachers' Annual Convention, the Saskatchewan Educational Research Council and to a group of educators which included College of Education, Regina Campus personnel, Regina Boards of Education representatives; Department of Education personnel; as well as the principal of the school involved in Regina.

On two occasions, Mr. K. Rongve and Mr. R. Phaneuf have addressed members of the Saskatoon Separate School Board. We outlined the objectives of the Canadian Studies Foundation and Project Canada West. We also outlined the objective of our Interdependence Project, and made a yearly progress report. They have always shown a keen interest in our work and have supported us in numerous ways. They have put the audio-visual department at our disposal for the production of some of the instructional material we have developed to date as well as allowed us the use of consumable materials.

Mr. Rongve has also addressed members of the Separate School Principals' Association, who have given us some helpful suggestions.

On two or three occasions during the summer months, Mr. R. Phaneuf presented

the project to various University summer school classes interested in curriculum development. These occasions were beneficial because it did have the purpose of informing rural school teachers about Project Canada West. Much of the work of the projects has been confined to the city schools. Since we do intend to expand our project to a study of regional areas, we have made valuable contacts with teachers in rural areas through these presentations.

Another great aid to us has been the Saskatchewan Teachers' Federation. First, through Dr. A. McBeath and then Mr. R. Richert, we have always had the fullest co-operation from the Saskatchewan Teachers' Federation. We have had financial assistance from them as well as the use of many of their facilities; printing, copying, and secretarial help. These two gentlemen have also helped us by setting up meetings, making travel arrangements and by giving us advice on curriculum development. Without these two gentlemen and the Saskatchewan Teachers' Federation's co-operation, our task would have been extremely difficult.

Our existence as a curriculum group is possible only through the efforts of Project Canada West. The formation of this body in Western Canada has given us the opportunity to participate as teachers in curriculum development on a large scale. The area of curriculum development and the participation of teachers in devising new curricula for classrooms has been made a reality only through the efforts of Project Canada West and the Canadian Studies Foundation. It is unrealistic to expect teachers involved with students all day long to write new curricula in their spare time or evenings. It is too great a task to be accomplished in a person's spare time. A teacher involved in curriculum development must be released from the classroom for at least part of the day. He cannot be expected to teach effectively and still develop new curricula.

Releasing teachers from classrooms, as well as the actual development of materials costs money. Without some type of financial assistance and the active co-operation of many people and institutions, the Interdependence Project just as other new curriculum projects would still be on the planning boards and not in classrooms actively involving students in relevant new approaches to the Social Studies.